

L2
learning together™

Reading Together
Program
Omaha Project



What is the Reading Together Program? *Struggling Readers* *Helping Struggling Readers*



Reading Volunteers vs. The Reading Together Program





“Structure of the Tutorial Lesson”

- ◆ 1. Tutor initiates a short warm-up chat with tutee
 - ◆ 2. Tutor reads from a book as tutee listens
- ◆ 3. Before-reading activities; tutee predicts content using picture and title;
 - ◆ 4. First Reading of the passage by tutee
 - ◆ 5. Tutee answers question(s) asked by tutor
 - ◆ 6. Tutee re-reads the passage.
 - ◆ 7. Tutee retells the content of the passage.
- ◆ 8. Tutee answers comprehension questions about the passage
- ◆ 9. Tutor and Tutee carry out post reading activity.

get
TO
know
ME

A decorative graphic featuring black ink-style swirls, stars, and arrows. The swirls are located on the left side, with a large one near the top and a smaller one near the bottom. Stars are scattered around the text, particularly near the word 'get' and the word 'ME'. Two arrows are on the right side, one pointing right and one pointing down. The text 'get TO know ME' is written in a yellow, hand-drawn style. 'get' is in a simple sans-serif font, 'TO' is in a smaller sans-serif font, 'know' is in a cursive script, and 'ME' is in a large, bold, serif font.

Stage 1: Tutor initiates a short warm-up chat with tutee



Tutor reads from a book as tutee listens



3. Before-reading activities; tutee predicts passage using picture and title



4. First Reading of the passage by tutee

Tutee Read Correctly	Tutee corrected him/herself	Tutor assistance provided

Stage 5 & Stage 8

💧 Use Guide Book

💧 **Questions in the book vs. Questions that go beyond the book**



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Name:

Shor ch moo see

Date:

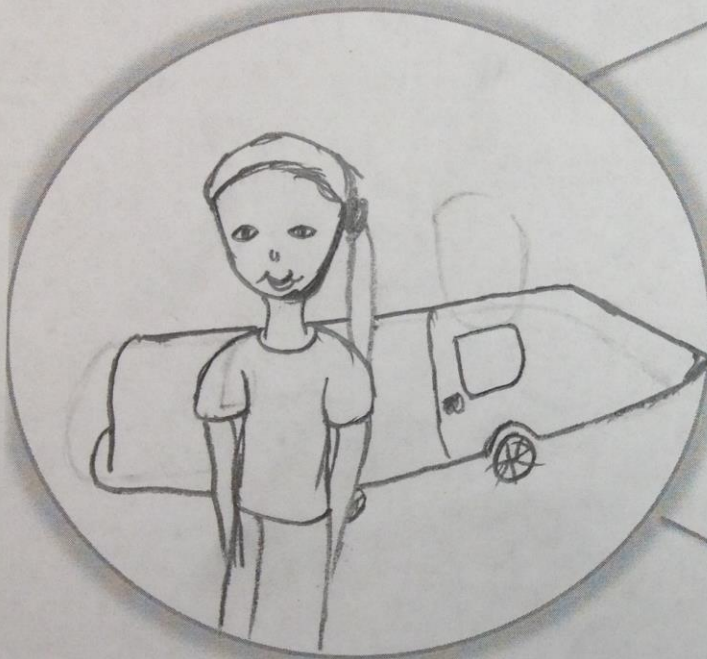
July 25, 2012

GOALS: SPECIFIC & TIMEBOUND

WHEN & WHERE

WHY?

Why must you achieve these goals?



#1

I will get an A in a reading class this semester.

Take one hour to read every night and study heard.

#2

I will be a good basketball by 2013.

I will listen to the coach stay after school every day.

#3

I will have a perfect attendance for 2012 and 2013.

Come to school on time all day every day.

READING GOALS TOGETHER

Preparing / Debriefing





How Omaha utilizes Reading Together:

1. Migrant Summer School:
 - ♦ One hour of preparation by the tutors, then the students deliver the lesson to three different students.
 - ♦ 15 consecutive days
2. Saturday School:
 - ♦ Same format as Summer School
 - ♦ 20 Saturdays throughout the year
3. Individual Home-based tutoring
 - ♦ Once per week for the entire school year.
 - ♦ The tutor is paid by the Migrant Education Program.
4. During the school day:
 - ♦ High school students dismiss at 3:05 walk to an elementary school 3 blocks away to prepare the lesson for an hour.
 - ♦ Elementary students stay after 4:05pm dismissal time until 4:45 for tutoring.

Summer School Schedule

High School Tutors

- 8:30-9:00 Eat breakfast with the elementary students (tutees)
- 9:00-9:15 Quickly review today's lesson
- 9:15-10:00 Sixth grade group
- 10:00-10:15 Debrief with the coach/other tutors
- 10:15-11:00 Fifth grade group
- 11:00-11:15 Debrief with the coach/other tutors
- 11:15-12:00 Fourth grade group
- 12:00-12:30 Each lunch with tutees
- 12:30-1:30 Prepare lesson for tomorrow with the coach/teacher

Tips for a Successful Peer to Peer Tutoring Program

- 💧 Incorporate a Kick-Off Event to increase excitement and train tutors.
- 💧 Engage students through icebreakers & games
- 💧 Include a Mentorship Component.

Kits available for Purchase (Summer or Regular)

A CONTINUUM OF PROGRAMS

Learning Together is a Greensboro, NC-based developer of products, services and professional development for peer learning and leadership development in mathematics and literacy for grades 2 through 12. The following programs have been used effectively with ELL, Special Education and General Education students; each includes extension and differentiation activities not listed below. Each student kit serves two students (one tutee/one tutor).

MATHEMATICS

Math Together/Get Ready 4 Algebra Module 1 is designed for middle- and high-school students needing to fill gaps to prepare for Pre-Algebra, or who may be drop-out risks due to borderline math skills, disengagement and poor peer/family support. The emphasis is on fractions, rational numbers and study skills, areas of weakness identified by Algebra I teachers. Lessons also focus on career pathways and 21st Century skills, helping students set goals, connect their studies to the real world, and transition to the increased demands of secondary school. Tutors are upper middle or high school students who benefit from additional direct instruction and leadership development.

Math Together/Get Ready 4 Algebra Module 2 may be used independently or consecutively with Module 1 to prepare students for Algebra I. The emphasis is on fundamental Algebra I concepts such as operations with integers, solving equations and inequalities, and understanding with ratios and proportions. Lessons integrate study skills and test-taking strategies to support academic success in other courses of study; they continue to focus on career pathways and 21st Century skills, helping students set goals, connect their studies to the real world, and manage the increased demands of secondary school. Tutors are upper middle or high school students who benefit from additional direct instruction and leadership development.

Math Together/Elementary is an interdisciplinary program that teaches critical thinking and problem solving based on stories about key events in U.S. history. The program targets third-, fourth- and fifth-grade students, with best practices recommended by the National Mathematics Advisory Panel. Addresses numeration, measurement, algebra, geometry and data analysis. Hands-on activities help tutees explore new concepts, and problem-solving paradigm provides a format for approaching word problems.

LITERACY

Reading Together/Secondary Module 1 is designed for middle- or high-school tutees needing supplemental instruction, or who may be drop-out risks due to borderline skills, poverty or poor peer/family support. The emphasis is on close content area reading, career exploration, college readiness and 21st Century skills; lessons take students to the highest level of Bloom's taxonomy, strategies for evaluation and synthesizing. Tutors are below-proficient upper middle or high school students who serve as role models for making the transition to high school.

Reading Together/Secondary Module 2 may be used independently or consecutively with Module 1 to help students prepare for pre-college coursework. Lessons include strong procedural writing and goal-setting components as students focus on career pathways and 21st Century skills, helping them connect their studies to the real world and transition to the increased demands of secondary school.

Reading Together/Grade Two teaches basic and higher level comprehension and vocabulary using research-based best practices, including self-monitoring, use of graphic organizers, creating and answering questions, identifying story structure and summarizing. Students differentiate by predicting, activating background knowledge, rereading, retelling, answering questions, and writing in response to reading. A wide range of multi-cultural text includes fiction and informational text.

Reading Together/Grade Three builds on Grade Two strategies to help students comprehend content area reading. Students learn to make text connections (text-to-self, text-to-text, text-to-world). Adding strong critical thinking and more extensive writing components, it also builds the analytic skills students need for mandated end-of-grade tests.

Reading Together/Intermediate, written on the fourth-grade level, offers advanced comprehension strategies for informational and procedural texts for students reading between fourth- and sixth-grade levels.

Kits Also Available in Spanish

ACTIVIDAD DE ENRIQUECIMIENTO: Núcleo Común

8

Los dígitos pares son _____, _____, _____, _____, _____

Los dígitos impares son _____, _____, _____, _____, _____

Un número es considerado par o impar cuando el dígito en el lugar de las unidades es par o impar.

En los siguientes 10 problemas, coloca un dígito par o impar en el lugar de las unidades para convertir a ese número en par o impar.

1. 57_____ impar

2. 57_____ par

3. 3.49_____ impar

How can you set up a reading tutoring program if you cannot afford to purchase kits?

- ◆ Select high-quality literature books at the students' levels.
- ◆ Select key vocabulary words that are essential to understanding the lesson.
- ◆ Select a few key comprehension strategies to teach.
- ◆ Pre-teach the vocabulary and comprehension strategies to the tutors. **They key is that tutors are prepared! Students need to practice the lessons with peers, and the teacher provides specific feedback.**
- ◆ Create structured comprehension and extension activities, such as graphic organizers, timelines, and story sequencing.

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Questions??



Resources

- 💧 <http://www.learningtogether.com/>
- 💧 <http://www.unomaha.edu/service-learning-academy/>

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